



Complete

ANNUAL REPORT

OF THE

SELECTMEN, OVERSEERS OF POOR,

AND

SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF HUDSON,

For the Political Year ending Feb. 28, 1870.

NASHUA, N. H.:

MOORE & LANGLEY, BOOK AND JOB PRINTERS.

1870.

REPORT OF THE SELECTMEN.

STATE OF THE TREASURY, FEB. 25, 1869.

Cash in hands of treasurer,	408 33	
Notes " "	3,647 97	
Outstanding taxes in Thomas Hill's list, 1867—8,	225 39	
Outstanding taxes in Alden Hill's list, 1868—9,	1,380 10	
Present state of the treasury,		\$5,661 79

STEPHEN D. GREELEY,	}	Selectmen of Hudson.
BENJAMIN T. CHASE,		
BENJAMIN A. MERRILL,		

RECEIPTS.

Feb. 25, 1869, whole amount as above,	5,661 79	
Town, County, State, School and Dog tax,	8,595 65	
Borrowed money,	2,700 00	
County of Hillsborough relief of pau- pers,	65 96	
State Literary fund on hand,	16 38	
State Savings Bank tax,	652 02	
" Railroad tax,	300 60	
Thomas Hill, Collector 1866-7-8, not reported,	31 00	
Stephen D. Greeley, proceeds of sale at Town Farm,	46 25	
City of Nashua for lighting T. F. Bridge,	35 10	
Interest on taxes,	13 00	
" accrued on town notes,	248 00	
Total receipts,		\$18,365 75

DISBURSEMENTS.

Notes and parts of notes paid and interest.

Paid heirs Nehemiah Hunt, Note and Interest,	1,268 71	
Hiram Marsh, Note and Interest,	203 65	
First National Bank Manchester,	3,946 92	
Jacob Davis,	515 81	
Hannah Hadley,	123 60	
E. W. Upham,	180 00	
Francis Coggin,	795 00	
Eliza A. Warren,	345 85	
Henry C. March,	251 77	
Gilman Andrews,	500 00	
L. H. Carnes,	30 00	
Austin Blodgett,	24 62	
Sarah Blodgett,	49 50	
Sybil M. Grant,	567 47	
John Cummings,	10 20	
Mary Rollins,	72 00	
		\$8,885 10

MISCELLANEOUS.

Amory Burnham over assessment of taxes in 1868,	12 68
Samuel Simpson labor on the highway in 1868,	12 80
Thomas Hill, collecting taxes in 1866-7,	235 29
Daniel Gage, services as Superintending School Committee,	40 00
Benjamin F. Chase, Selectman, services and cash paid,	6 00
David O. Smith, Medical services two years, 1867-8—8-9,	50 00
James Ryan, Constable, services at town meeting, March, 1868,	2 50
N. P. Greene, Books, &c.,	10 25
Jackson E. Greeley, damages to his horse awarded by referees,	12 00
Barrett & Atherton, the costs of laying out road,	67 63
Moore & Langley, printing reports,	33 00

Paid Benjamin Blanchard, land damage,	18 00
Dustin B. Smith, in part for building new road,	15 00
Daniel Gage, expressage on Readers,	1 50
Robert A. Andrews, repairing bridge,	2 75
Samuel Walker, public watering trough,	3 00
Alfred Eaton, for repairing highway in 1868,	8 27
Jeremiah Heath damages done his sled in 1868-9,	7 15
Charles W. Spaulding, for public watering trough,	3 00
William F. Winn, plank for bridges,	11 52
Geo. W. Trow, repairing bridge,	1 25
Wm. Gaskin for lettering guide boards,	4 50
F., E. P. & D. S. Chase, lumber for T. F. bridge,	22 37
James Carnes, for lighting T. F. bridge,	30 00
“ “ for scale beam,	3 00
John Gillis, for snowing and repairing T. F. bridge,	28 87
J. K. Wheeler, public watering trough,	3 00
Joseph Fuller, expense in the Anna Cutter case,	5 00
Alden Hill, non resident highway receipts,	31 56
Alden Hill, abatement of taxes,	48 79
Eli Hamblet, repairing hearse-house guide boards and posts,	22 75
J. K. Wheeler, services as treasurer and recording taxes,	25 00
Eli Hamblet, services as Selectman and Overseer of the poor,	60 00
Joseph Fuller, do.,	45 00
John M. Thompson, do.,	45 00
Aaron W. Sawyer, legal counsel,	5 00
J. K. Wheeler, book and postage,	5 75
John Webster, over assessment of taxes,	9 25
	\$948 43
Daniel Gage, two sheep killed by dogs,	5 00
Geo. W. Trow, sheep killed by dogs,	3 00
John Chase, sheep killed by dogs,	8 00

SCHOOL MONEY PAID.

District No. 1,	Timothy S. Ford,	101 39	
2,	George W. Berry,	101 39	
3,	Daniel Gage,	70 00	
4,	Samuel Greeley,	116 39	
5,	Butler & Burnham,	100 40	
6,	Osgood Hill,	101 39	
7,	Nathan Cummings,	81 11	
8,	Silas Hills,	81 11	
9,	Jeremiah Heath,	81 11	
10,	Reuben Cummings,	81 11	
			915 40
Paid Sophia Doyle, for the support of her daughter,		50 00	
Amos Hamblet, for the support of his mother,		64 75	
Henry Smith, for relief of Thomas Smith,		23 75	
Daniel Smith, for relief of Thomas Smith,		2 50	
Daggett & Cross, for relief of Ensign J. Nichols,		65 47	
J. L. & C. E. Senter, ditto		3 00	
Thomas Senter, house rent for J. E. Nichols 4 1-2 months,		6 75	
Eli Hamblet, for support of Thomas Butler,		161 00	
James Emery, medical attendance to Ensign J. Nichols,		3 00	
For the support of county paupers,		65 96	
State tax,		2226 00	
County tax,		624 08	
Total amount of disbursements,			14049 68
Amount of receipts,	18365 75		
Outstanding orders,	10 40		
Due to the Treasurer,	147 07		
Total amount of receipts,			18523 22
Balance in favor of the town,			4473,54

STATE OF THE TREASURY, Feb. 28th, 1870.

Notes in hands of the treasurer,	2248 00
Outstanding taxes in Alden Hill's list, for 1868-9,	62 41
“ “ “ “ “ 1869-70,	2310 20
	4620 61
Due the treasurer,	147 07
Present state of the treasury,	4473 54

ELI HAMBLET, } Selectmen of
J. M. THOMPSON. } Hudson.

The town is owing the following notes and bills.

Amory Burnham, note and interest,	1,155 00
L. H. Carnes,	505 00
Austin Blodgett,	200 00
Sarah Blodgett,	400 00
Betsey Baldwin,	255 00
William H. Cross,	710 00
J. C. Ladd,	1,890 00
George Cutter, 4 notes,	795 00
Joseph Hardy,	595 00
W. O. Winn,	1,100 00
Albert J. F. Hills,	550 00
E. W. Upton,	3,075 00
John Cummings,	350 00
Heirs of John Burnham,	636 00
Elijah Tinker, 2 notes,	476 00
Charles Tuttle,	1,420 00
Francis Cragin,	5,150 00
Dustin Caldwell,	1,580 00
George W. Hills,	310 00
David Clement, Jr.,	129 00
Mary Rollins,	1,325 00
Gilman Andrews,	552 00
Martha W. Marsh,	140 00
Silas Hunting,	657 00
First National Bank Manchester,	3,222 20
George S. McCoy,	1,100 00
Eli Hamblet,	100 00

Silas M. Blanchard, services as superintending School Committee,	40 00	
Henry Smith, relief of Thomas Smith, about	25 00	
Dustin B. Smith, do.,	3 00	
County of Hillsborough for boarding George Webber,	20 00	
School money to the several districts as follows:		
District No. 3,	11 11	
5,	86 52	
7,	10 78	
10,	5 60	
Alden Hill for collecting taxes,	100 00	
		28,679.21

Notes and outstanding taxes as per above,	4473 54
Total indebtedness of the town over means,	24,205 67

The town debt has decreased the past year \$1,196 53. Besides the two following we have found two notes against the town not reported last year amounting to \$1300, which makes our footings look just that much worse than they would otherwise do.

Respectfully submitted,

ELI HAMBLET,	} Selectmen of Hudson.
J. M. THOMPSON.	

REPORT OF THE OVERSEERS OF THE POOR.

Paid Sophia Doyle for the support of her daughter,	26 00	
Amos Hamblet, for support of his mother,	64 75	
For the relief of Thomas Smith,	30 00	
For the relief of Ensign J. Nichols,	78 92	
Eli Hamblet, for support of Thomas Butler,	161 00	
For boarding Webber boy at the County Farm,	20 00	
Total expense of town paupers,		379 97

COUNTY PAUPERS.

We have received of the County for the support of County paupers, 71 53, which has been expended as follows:

To Warren Glover for support of his brother,	5 57	
Coffin &c., for Samuel March, furnished by old board,	11 50	
For burying Sanderson girl, and expenses in her sickness,	22 37	
Burying John F. Young, &c.,	20 19	
Medical attendance on Mrs. March,	11 90	
		\$71 53

The present expenses of the poor are as follows:

For support of Thomas Butler, per week,	3 00
Sarah Doyle, " "	50
Widow Amos Hamblet, " "	1 50
Thomas Smith, about " "	1 00
Ensign J. Nichols and family, " "	4 00
George Webber, " "	2 00

Probably it will cost less when the spring opens.

ELI HAMBLET, } Overseers of the
J. M. THOMPSON, } poor of Hudson.

SCHOOL REPORT.

The Superintendent respectfully submits the following Report:

District No. 1. Timothy Ford, Prudential Committee.
Emma L. Richardson, Teacher, Summer and Winter.

In forming an estimate of this school it should be mentioned that Miss R. is a native of the district, has had a limited experience in teaching and a limited preparation for the work. But notwithstanding these disadvantages, she succeeded admirably. The closing exercises of the summer term were good, but the examination of the winter term was of a higher order, proving that the interest and enthusiasm secured in summer was increased in the winter. The kindness, patience and fidelity of the teacher were seconded by the pupils, a large proportion of whom, in winter were of advanced age. But their presence was a help. They had respect for themselves and respect for the teacher, consequently the order of the school was good and the progress of the scholars very commendable. It is difficult to particularize classes where all appeared so well. Fidelity to all and to every branch of study was the characteristic of the closing exercises. Reading was above the average.

District No. 2. Geo. W. Berry, Prudential Committee.
Mary A. Fuller, Teacher, Summer and Winter.

Miss F. has a very pleasant, easy manner in the school room, and is very popular with the people of this district. The scholars are well disposed, hence the order of the school was good. The principal fault noticed by the Committee at each visit, was a sly use of the book by the scholars in recitation. This habit of relying upon the book instead of the memory is very detrimental and ought not to be countenanced. *Self reliance* is one great end of education. Otherwise the examination passed off very well.

District No. 3. Daniel Gage, Prudential Committee. Lizzie M. Emery, Teacher, Summer Term. Daniel Gage, Teacher, Winter Term.

At the first visit of your Committee to this school, he found the teacher very young, and without experience, thirteen small children, all but three under ten years of age. The school poorly supplied with books and all the exercises indicating but a slight degree of culture—the school-room was old fashioned, and badly out of repair—its whole aspect unpleasant and forbidding. Under these circumstances, the prospect of much being done were not very flattering, and some anxiety was felt as to the result. But the teacher proved herself fully equal to the emergency. By bringing to her daily task all those traits of character that are so essential to success, she wrought an entire change in the appearance of the school. At the closing examination, we could not refrain from expressing our surprise that so much had been accomplished by pupils so young and so few in number. The scholars seemed to have caught the enthusiasm of the teacher, and all the exercises were marked with promptness and accuracy. The class in Colburn was examined without the books and did themselves great credit. The class in Geography also sustained a very close and thorough examination. The declamations contributed much to the interest of the occasion. The number of parents and friends at the close and during the term, being 34, evince the interest taken in the school.

The teacher in the winter has had large experience in the school room, both as a practical teacher, and as a superintendent of schools. Some of the minds upon which he was now called to work had hitherto enjoyed but a very limited degree of culture, and in manners very rude and uncouth—their habits were anything but studious. But the transforming power of untiring energy, patience, and perseverance on the part of the teacher was very apparent at the examination—and although perfect gentlemen and scholars could not be made in one short term, yet those who were present at the close must admit that the time had been well spent and the term a very successful one. This district was very fortunate in its selection of teachers this year.

District No. 4. Samuel Greely, Prudential Committee. Mary A. Fuller, Teacher, Summer Term. James W. Fox, Teacher, Winter Term.

Miss F. has had a long experience in teaching and came well recommended. This school is the largest in town, and in some respects the most difficult to manage. An unusual proportion of the scholars are over fourteen years of age. Greater improprieties are seldom witnessed in the school room than were exhibited at our first and second visits to this school—laughing, whispering and idleness were the order of the day. The real object of the school was lost sight of by a majority of the scholars. The older scholars, with a few exceptions, took the lead in these improprieties, and the teacher did not seem to be aware of what was going on. Whether she did not try to control the school or whether she failed to secure the respect of the scholars, I would not decide. The government of the school was evidently in the hands of the pupils. And yet the order was not so bad as one would suppose it to be without a *head centre*. The third and last visit witnessed an improvement in the order and general appearance of the school. During the last two or three weeks, there would seem to have been more harmony of effort between the scholars and teacher, so that at the examination, some of the scholars, appeared well, showing by their promptness in recitation that to them at least the term was not wholly a lost opportunity.

The Winter Term was the first essay of Mr. F. in teaching a common school. His first lesson was in discipline—to reduce the school to order, and for this he seems to have been very *apt*—not always, however, by *moral suasion*, for it is very doubtful whether it would have been possible for any mortal to have secured such good subordination in this school without resorting to severe measures. But the maintenance of good order was not the only object sought by Mr. F. It was the *sine qua non* to the improvement of the scholars. It was for their improvement that he labored, not merely in the allotted hours of school, for he devoted several evenings in the week to this object. His was an unusual devotion to his work. While other branches received their proper attention, he seems to have made *reading and writing*

a *specialty*. The closing exercises, witnessed by about fifty of the parents and friends, were somewhat unique in their character and creditable, alike to the teacher and pupils. It is, however, to be regretted, that where so much effort was expended on the part of the teacher, some scholars received little benefit from the school, through a want of co-operation on the part of the parents. Any outside influence foreign to the interests of a school is demoralizing in its effect upon our youth and is exceedingly to be deprecated. It is earnestly hoped that the experience of the past winter here will prove a useful lesson to all to keep all outside issues from entering the school room.

District No. 5. Emory Burnham, Henry Butler, Prudential Committee. Addie E. Shedd, Teacher, Summer and Winter.

The fact that Miss S. has taught six terms in No. 4, two terms in this district and three Select Schools in the Town Hall is a sufficient guarantee for her qualifications and success—in fine, that she is one of our best teachers—while in most teachers the *suaviter in modo*, is developed more fully than the *fortiter in re* the two traits are so blended in Miss S. as to secure the greatest efficiency in the school room. A very prominent idea suggested to the mind by a visit to her school room is that of a *mental laboratory*. She is at work and soon every pupil is inspired by the same spirit, and thus every moment is filled with mental activity—and this enthusiastic pursuit of knowledge is sustained to the close of each day and to the close of the term. Then the examination is not a formal, lifeless exercise—a kind of mental farce—but shows, as it were in a *nut shell* the sum total of all that each pupil has done through the whole term—very few teachers possess the faculty of doing so much on the day of examination. It is worthy of special remark that while the closing exercises of the Summer Term were of a high order, those of the Winter were considerably in advance, proving the wisdom of the Prudential Committee in securing the services of the same teacher for the second term. It was very gratifying to see the promptness and accuracy with which each pupil answered the questions proposed, showing each equally familiar with all the ground passed over.

The class in Primer memorized sixty-one words in spelling. Class in 2d Reader spelled sixty-six words and their definitions from memory. Class in 3d Reader seventy-five words and their definitions. Class in 4th Reader memorized seventy-six words and their definitions—the scholar giving the words from memory. All this in addition to their usual lessons in spelling. While the Class in 5th Reader memorized 599 words and their definitions. The singing of several pieces of music by the scholars gave a very pleasing variety to the exercises of the Summer examination. Declamations and dialogues composed a part of both examinations,—while the compositions of the winter were put in the form of a *Paper*. The teacher reports six pupils not absent or tardy during the winter term. Several of the patrons express d much regret that the winter term could not have been longer.

District No. 6. Osgood Hill, Prudential Committee. Sarah A Turrell, Teacher, Summer and Winter.

In this district we found a house nearly new, pleasantly located, large and well arranged—the scholars kindly disposed and studious,—a teacher of large experience, of even temper, patient and persevering—consequently this was one of our best schools. Of the summer term, the teacher remarks, “that the scholars have been very kind and respectful, and regular in their attendance. Six have not been absent during the term, and there has been but one instance of tardiness. Thus punctuality and good deportment combined have made the term a very pleasant and I think a profitable one.” Of the winter term she says, “Nothing has occurred to impede our progress or disturb our happiness. Respect and obedience have been our constant companions. Tardiness has scarcely visited us and idleness is not a characteristic of this school.” As evidence of the interest taken by the parents in the education of their children it should be stated very much to their credit, that they did not take the board of the teacher out of the public money summer or winter—an example that was followed by no district save No. 4 during their winter term.

District No. 7. Nathan Cummings, Prudential Committee. Helen A. Cummings, Teacher, Summer and Winter.

This school, in the past, has not been always easy to manage, nor have the efforts of a faithful teacher always been properly appreciated by some of the parents. Consequently the grade of scholarship is somewhat below the average of schools. It was, therefore, with some hesitancy and much solicitude that Miss C., a native of the district, and of little experience in the art of teaching, undertook her task. The closing examination in summer proved her very successful in securing the co-operation of the parents, the love and esteem of her pupils, and in awakening an interest in their studies. The answers were very readily given, showing an accurate knowledge of the branches pursued. The friends and patrons were so well pleased with her success that her services were retained for the winter. The second term testified to the same interest energy and fidelity as the summer-term. With more preparation and a larger experience, Miss C. promises to make a first class teacher.

District No. 8. Silas Hills, Prudential Committee.
M. Edwina Greely, Teacher, Summer and Winter.

Miss G. belongs to the class of young teachers—is pleasing and winning in her manners—has much self control in the school room, and is very popular with the scholars in this district. At the close of the summer term, the school appeared well—as well, we doubt not, as if in charge of any other person of equal experience. But how much can be done for a school in six short weeks? And in winter the case was still worse—*only twenty-seven days!* Teacher and scholars must be prodigies to do much in twenty-seven days. Less than eleven weeks of school in a year. The educational prospects for the children here are indeed poor at this rate—poorer than the law secures for *factory children*. If there is not school money enough here to allow at least *twelve* weeks of school in a year, a special *act* of Legislature should be obtained, or the district should disband and unite with others where greater advantages can be enjoyed.

District No. 9. Jeremiah Heath, Prudential Committee.
Addie F. Merrill, Teacher, Summer and Winter.

Some allowances are due to youth and inexperience in estimating the results of a teacher's efforts. *Apt to teach*, is

a brief expression—but far more comprehensive than is generally supposed. It includes abilities both natural and acquired—abilities acquired after years of toil and experience. This was Miss M—'s. first effort in the school room. But in her education she seems not to have had a special reference to a preparation for the work of teaching. This is unfortunate for any teacher. The business of a teacher is to impart knowledge to others. Hence his or her knowledge should be accurate, critical and accessible to its possessor. Again, the office of teacher is no *sinecure*. It demands *labor* as well as skill rightly to secure and direct the greatest amount of labor from and in others. But notwithstanding this defect of preparation for her work, and lack of energy, the order of the school was good, the scholars were tractable and both were profitable terms. The teacher reports three pupils neither absent nor tardy during the year, and one perfect in spelling.

District No. 10. Reuben Cummings, Prudential Committee. Nettie Thomas, Teacher, Summer and Winter.

In point of numbers, this is the least school in town. In a small school there is less to stimulate and therefore greater tact and fertility of invention is demanded on the part of the teacher to maintain the interest of the pupil. But on the other hand, the smaller the number of scholars, the more time and attention each can receive from the teacher. Suffice it to say that in this, her first effort in teaching, Miss T. showed an ardent devotion, which secured not only the advancement of her little charge in their studies, but the approbation of her patrons during both terms.

SCHOOL STATISTICS.

No. of District.	SUMMER AND WINTER TERMS.		No. of weeks.	Wages per month including board.		No. in Penmanship.	Arithmetic.	Grammar.	Geography.	No. attending to other branches.	No. between 4 and 14 not attending school.	No. visits made by citizens.	No. visits by Supt. Committee.
1	Summer	.....	9	20	00 21	10	12	0	9	0	1	24	2
1	Winter	.....	10	28	00 19	14	16	6	7	3	4	19	2
2	Summer	.....	7	24	00 17	4	9	4	5	1	3	18	1
2	Winter	.....	8	34	00 17	13	17	4	8	4	3	26	2
3	Summer	.....	7	18	00 14	3	8	0	4	0	0	34	2
3	Winter	.....	7	40	00 17	9	10	1	2	1	1	23	2
4	Summer	.....	7	24	00 39	4	31	10	18	10	14	35	3
4	Winter	.....	9½	30	00 42	26	28	14	17	6	5	94	2
5	Summer	.....	8	26	00 30	15	27	8	11	10	5	46	2
5	Winter	.....	8	27	00 33	14	30	10	18	7	0	23	2
6	Summer	.....	12	22	00 17	11	15	1	11	2	0	16	2
6	Winter	.....	11	29	00 24	15	22	3	17	3	1	17	2
7	Summer	.....	9	19	00 22	12	20	2	5	3	0	47	2
7	Winter	.....	10	20	00 28	9	26	4	11	2	1	25	2
8	Summer	.....	6	20	00 25	17	21	5	11	1	0	41	2
8	Winter	.....	4½	24	00 24	13	20	6	10	1	0	25	2
9	Summer	.....	7	18	00 14	8	13	3	6	1	3	25	2
9	Winter	.....	11	19	60 16	7	12	3	5	2	2	24	2
10	Summer	.....	8	18	00 5	2	5	1	2	1	2	23	2
10	Winter	.....	10	22	00 11	0	11	4	5	1	2	23	2

REMARKS.

Our connection with the schools, the past year, discovers several needs, which, if supplied, would greatly promote the mental as well as moral improvement of our youth.

A word in regard to School Houses. There is a great disparity in the appearance, comfort and condition of our School Houses. Some are well suited to the purposes for which they were designed, and are an honor to the town—while others are badly out of repair, being inconvenient and uncomfortable, unsuited to present wants.

The Houses in Districts No. 3, 8 and 9, come under the last class. The one in No. 8, also in No. 5 is too small for the accommodation of the scholars. That in No. 1 should be remodeled. The comfort and improvement of the children in these respective districts demand the early attention of their parents to the condition of these School Houses.

But, again, each district should have something more than a warm and convenient house; the school room needs some apparatus. A school room without apparatus is like a farm without tools. A Globe, some Outline maps and a dictionary, are very essential to every school. We think it will appear upon investigation, that in this as well as in several other particulars we are decidedly behind the age. It is partly on this account, that we are encouraged to make these suggestions. We know that comparisons are invidious. Yet nearly all progress in civilization is the result of comparison. It is not enough to say that the school rooms of a former generation had no such furniture. The farmers of a former generation had no grafted fruit, nor cast iron plows, nor a hundred other implements that are now considered indispensable to successful husbandry. But will our farmers disown these improvements, because the fathers lived and died without them? So the school houses, the school books, (we cannot say the school apparatus, for they had none,) of a former day are as unsuited to the educational wants of our children, as the farming implements of the fathers are inadequate to the agricultural wants of this day. It is hoped that the friends of education here will not be slow to admit the correctness of this reasoning and to act accordingly. If we would see our youth honorably filling useful, responsible and remunerative stations in after life, they must be prepared for them. And any reasonable expense incurred in securing this result is the truest economy. And it should be remembered that a right *home* education, a right *school* education, and a right *Sabbath* education, all properly blended, are indispensable to a harmonious development of youthful character, and a preparation for the greatest usefulness and happiness. Such an education is the best legacy we can leave to our children. It will be economy to spend and to be spent for this object. And then we shall leave to our children something more productive and more durable than all the wealth of an Astor or a Peabody.

S. M. BLANCHARD,

Supt. School Committee.

Hudson, Feb. 25th, 1870.

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